

**Georgia Southern University**  
**Program for Assuring Quality**  
**for Educator Preparation Programs**

Date: February 20, 2002

***Purposes of the Program for Assuring Quality (PAQ)***

Assuring the quality of newly certified teachers and other educators for work in schools requires quality safeguards in initial preparation and strong support during the two years immediately following entry into the profession. Georgia Southern University believes that the task of preparing and supporting the next generation of teachers, counselors, and leaders for the schools requires a close alliance that includes the University's P-12 partners, the College of Education (COE), and all the other Colleges at Georgia Southern. The Program for Assuring Quality (PAQ) has been developed through such an alliance for the following purposes:

- Participate in a statewide alliance that insures geographically convenient remediation and support opportunities for Georgia Southern University graduates employed in Georgia schools.
- Increase the commitment among members of the alliance to support professional development and, when necessary, remediation for graduates of the University System who are in their first two years of service in the P-12 schools.
- Monitor the performance of Georgia Southern graduates who are newly certified teachers during the first two years of service.
- Facilitate opportunities for increasing the skills of participants in the teacher preparation, induction, and mentoring processes.

***Key Elements of the PAQ***

**Quality Assurance Teams** respond to requests for assistance made by school systems. Each department in the College of Education with approved programs for the preparation of teachers, counselors, or school leaders will have a designated Departmentally Based Quality Assurance Coordinator who will be called to establish quality assurance teams. Faculty will be designated by each College at the University as candidates who may be called upon to serve as members of quality assurance teams. Membership of quality assurance teams will be drawn from:

- Departmentally Based Quality Assurance Coordinators.
- P-12 professionals from each of the categories covered in the guarantee, including P-12 teachers (preferably Demonstration Teachers), administrators and support personnel the school systems, and consultants from First District Regional Educational Services Agency (RESA) or other RESA in the state.
- Representatives from each of the University's departments teaching courses in majors for which teacher certification is available.

**Quality Assurance Coordinator** serves as a contact person for school system personnel who wish to initiate the program in support of a teacher/graduate in need of additional preparation and assistance. The Quality Assurance Coordinator at Georgia

Southern University will be the P-16 Coordinator or other person designated that responsibility by the Dean of the College of Education.

**Graduates Information Center** maintains a database of graduates' transcripts, test scores, and employment history; collects data from school districts pertaining to graduates for whom the University receives requests for assistance; prepares documentation for use by the Quality Assurance Teams. The Graduates Information Center will be managed by the staff of the Office of School and Community Relations (or other appropriate office designated by the Dean of the College of Education) using existing databases and school contacts.

### ***Process for Implementing the PAQ***

The process for implementing the PAQ will follow these defining parameters as established by the USG Board of Regents (1998):

- Geographically convenient provisions shall be provided through distance learning or through mutually agreeable arrangements with a local institution.
- Training shall consist of an individualized plan for learning outcomes mutually agreeable to the University and the employing school system.
- Training shall be provided at no cost to the graduate or to the employing school district.
- Eligibility for guarantee assistance is limited to the first two years of practice following graduation. Graduates must be assigned by the school/system to work in-field and at the grade levels defined by their certificates [clear, renewable] and employed in Georgia schools.

The process that an employing school system should follow to place the guarantee in force and to seek additional training for a graduate who is not meeting the school's expectations are as follows:

- **Registering Graduates.** School districts should notify the University that a new graduate (or a graduate with a new degree) is employed by the district. Graduates must hold a clear, renewable certificate, not a provisional or internship certificate. Graduates are registered using a postage-paid, pre-printed card identifying the district, school, class assignment, and contact information. New teacher induction and mentoring by the school/system should be assured. The College of Education will create and maintain a database of eligible graduates for two years, and departments will be provided contact information for their graduates.
- **Initiating a Request.** After completion of at least two formal evaluations, a school system may apply for warranty assistance. Written notification should be made by the school principal or other immediate supervisor to the Quality Assurance Coordinator. Information regarding the nature and circumstances of the deficiency will be established, and the graduate will be notified by the employer of the school's or district's intent to seek warranty assistance. The Quality Assurance Coordinator will notify the appropriate University departments

by contacting the Departmentally Based Quality Assurance Coordinator that a request for warranty assistance is being processed.

- **Processing a Request.** The Quality Assurance Team leader will assemble a portfolio containing the graduate's records (transcripts, test scores, pertinent work samples, course and field experience evaluations, etc.) with the assistance of the Quality Assurance Coordinator and Graduates Information Center. The Quality Assurance Team leader will interview the graduate and the referring supervisor and form a Quality Assurance Team that will be able to address the graduate's identified needs. The Quality Assurance Team will convene and evaluate the referral and make assistance recommendations.
- **Providing Warranty Assistance.** The Quality Assurance Team will be responsible for developing Warranty Assistance Goals described as learning outcomes for the graduate. The employing district, the program graduate, and the participating faculty must validate the goals. The department(s) in the University, or other appropriate partner in the delivery of assistance, will then select and provide specific experiences that will enable the graduate to meet the learning outcomes described in the Warranty Assistance Goals. Departments may enlist the support of other departments in the University, RESA, University System partner institutions, the school system, mentor, or other appropriate participants in providing the needed assistance. Assistance plan elements may include, but are not limited to:
  - University courses provided on campus
  - University courses provided on the campus of a University System partner institution
  - Distance learning courses
  - Web-based instruction via the Internet
  - Staff development courses taught at school or school system sites by University personnel, RESA consultants, or school district personnel
  - Auditing courses or portions of courses
  - Intensive mentoring or induction support
  - Direct, on-site supervision and support by qualified Quality Assurance Program partners
- **Confirming Attainment of Warranty Assistance Goals.** Upon attainment by the graduate of the Warranty Assistance Goals, the supervising department will provide documentation and written notification to the Quality Assurance Coordinator in the College of Education. The Coordinator will verify the attainment of learning outcomes consistent with the graduate's Warranty Assistance Goals. A record is created in the graduate's database and a report is sent to the employing system.
- **Continuing Support for Graduates and Employing Districts.** The Quality Assurance Coordinator will survey school systems and graduates semi-annually for two years following graduation. The supervising department will schedule and conduct semi-annual on-site evaluations of Warranty Assistance recipients' performances for one year following attainment of their Warranty Assistance Goals.

# Georgia Southern University Quality Assurance Program

1 A new graduate experiences difficulty and the employing school contacts the Georgia Southern Quality Assurance Coordinator.

2 The Coordinator contacts the Departmental Quality Assurance Coordinator in the appropriate department and a Quality Assurance Team is formed from a pool of qualified representatives from the University and P-12 schools. The team leader interviews the graduate and referring supervisor and assembles a portfolio of information about the graduate, with the assistance of the Graduates Information Center.

3 The Quality Assurance Team evaluates the referral and makes an assistance recommendation that includes specific Warranty Assistance Goals stated as Learning Outcomes.

4 The University department(s), or other appropriate partners in the delivery of assistance, will then select and provide specific experiences that will enable the graduate to meet the learning outcomes described in the Warranty Assistance Goals.

5 The Quality Assurance Coordinator verifies the attainment of Warranty Assistance Goals and notifies the school system, participating support partners, and the program graduate.

6 The Quality Assurance Coordinator surveys the school districts and graduates semi-annually for two years following graduation. The supervising department conducts semi-annual on-site evaluations of Warranty Assistance recipients' performances for one year following attainment of their Warranty Assistance Goals.

## **PAQ Implementation**

- G** Identify who will serve as PAQ Coordinator
- G** Identify Departmentally Based PAQ Coordinators from COE, CLASS, and CHPS.
- G** Identify faculty designated by each college who will be available to serve on PAQ Teams.
- G** Communicate PAQ and discuss faculty service/load and travel expense issues.
  - Dean's Council
  - College-level discussions
  - Department-level discussions
- G** Establish system for working with other colleges to support graduates who accept jobs outside our region.
- G** Get database ready for PAQ purposes.
- G** Set up Graduates Information Center in OSCR or other base office in COE.
- G** Develop registration card and process
- G** Communicate with RESA regarding their involvement and role
- G** Develop plan and establish timeframe for communicating PAQ to employing school systems
  - Superintendents
  - System induction/mentoring/professional development personnel
  - Brochure
- G** Address issue of developing common understanding of how a beginning teacher should look
- G** Develop plan for communicating PAQ to students/graduates